

The Creative Nature of

POWER AND AUTHORITY

The author discusses the meaning of power and authority when used in their normal creative capacity.

Man in his ingenuity has discovered that if he places a taboo on words which bring embarrassing realities to mind, he can sweep the whole subject under the rug. The Daily has dared to raise the four-letter words relating to the continuity of individual existence, so let the Reporter now show its mettle by bringing to attention two words relating to the continuity of collective existence.

The two dirty words in question are "Power" and "Authority." These words tend to leave a nasty taste in the mouth and to evoke such recollections as Chicago, Columbia, and impersonal big business like Bell. What in fact most readily comes to mind is the perversion of authority and the misuse of power. Hate, whether between protectors and protected, givers and takers, suppliers and customers, is no basis for anything but a sick society. If we are to go forward in a healthy community of action then we must be able to understand the meaning of power and authority when used in their normal creative capacity.

Power and want appear as opposite reflections of each other in much the same manner that heads and tails are opposite sides of the same coin. If A wants something which B possesses, then B has power over A up to the extent of A's want. Conversely if X needs to have some power over Y he must create in Y a desire for something he himself possesses. Thus, whenever we listen to a commercial we give the manufacturer the chance to make us want his products so that he has power to lay his hands on our hard-earned money. Conversely, the whole secret of a non-violence movement is that, by renouncing all earthly wants, its followers reduce to a state of impotence those who would normally have power over them.

Positive or negative power

These wants which create power can appear in positive or negative form. In the positive form, it is the desire for something we like which creates the power over us so that we are forced to give some service in return for our satisfaction; even to the extent of working so that we pay for our pleasures in hard cash.

In the negative form, it is the desire to avoid a thing we do not like, particularly some form of violence, that creates power over us. This latter form of power is particularly effective because our fears are so much stronger than our greed. The power of the bully, the mob, or disciplined armed force is formidable. The only trouble is that once this negative form of power comes to predominate and a premium is put on nastiness, then the man whose group wins predominance is hardly the type who can create and develop a just society. Fear like hate is the sign of a sick society. We must, therefore, look beyond mere power to furnish the basis for the type of life we would like to live together. It is here that we come to authority which, curiously enough, in its true unperturbed form is an affair of the heart corresponding to "love" in the four-letter world of individual existence.

A group of people with a common want is in a better position to secure its objectives if it works together as a team; this is an application of the old adage that the whole is greater than the sum of its component parts. Whenever such a team gets together it tends almost automatically to look to certain of its members for leadership because this saves time and effort in getting things done. Their wants for this leadership are reflected in the power given to the individual to whom they turn for help, and this power gives him the scope to get things moving.

The vexing problem now arises that, being human, no one likes another person to have power over him, and each will seek to undermine that power even at the risk of destroying the whole venture. Fortunately, somewhere down the ages, human ingenuity has found the means to rationalize its way out of this dilemma by developing the concept of authority.

The concept is simple — it is merely a matter of letting the imagination run free so that one envisages a chair of office as distinct from the office holder. The story then, all too briefly, is this:

We have a common want which brings us together.

We envisage a traditional chair of office to reflect our common need for leadership in a particular field.

We invest one of our members with the responsibilities of that office.

We look to the office-holder for the vision and initiative that we want and in so doing yield power to the office.

We find our hearts captured by the vision presented to us by our leader so that we give ourselves to a cause we feel worthy of our devotion.

We see in our leader the personification of the spirit which brings us together and makes us greater than our individual selves.

The chair of office becomes hallowed with time and serves as a repository for past glories won under its leadership.

It is thus, in the respect and devotion we have for something too deep within us for words, that this elusive thing we call authority may be found. It finds expression in the heroic expectation we have of those who enact the role of

No one likes another person to have power over him

President, Skipper, Doctor, Teacher, and all the others who occupy the poetic corner of our minds like story-book figures.

If, however, a doctor does not match up to our high expectations it is not too serious because the medical profession as an entity has not as yet turned inward on itself to see us merely as the raw material for the development of the knowledge of their discipline. Rather, in their mission of healing, we find the reflection of our cry for help in our suffering. The relationship between us is an affair of the heart and, because they have been true to their trust, the power and authority they possess is not a burden on our shoulders.

But what if those who run universities, business, and government succumb to the temptation of the intellect and turn inwards on themselves? We see them away in the wild blue yonder preoccupied with their theories and the systems they are going to try out on us, the digital entries in their computers. Our hearts cry out in our hunger and we are merely given facts instead of vision; a formal system instead of the initiative to play our part in creative action. Help! Remember that without vision we, the people, must perish and that if we cannot find pride in building then we will seek our release in an orgy of destruction. What, in hard practical terms, can we do to avoid such perversion of authority and such misuse of power with all the violence this engenders?



The photos on this page were taken during the first of two "solidarity" demonstrations on behalf of striking students of CEGEPs.

It seems that we must make ourselves increasingly aware of this heroic world which lies beyond the realm of analytical methods and scientific thought; a world which we nevertheless recognize when we see it because it is somehow written into our genes. We must then, in this spirit, look with longing and expectation to the various chairs of office which are our rich inheritance, and remember how in past times their incumbents have won glory by their vision and initiative in the service of their people. The respect we have for the office gives the present office-holder the strength to rise above himself and take the heroic action our present situation demands. It is in the gradual build up of respect rather than in a barrage of criticism that we shall find the means which will allow us to work together in a creative manner towards our common goals. With this in mind let us look at McGill.

Is it a haven where one may tread the paths of knowledge in a search for wisdom, or is it a sewer through whose filth youth must crawl to reach maturity?

Is it seen as the heart of things providing a life-giving supply of knowledge, wisdom, and trained minds, or is it seen as a running sore infecting the body-politic with narrow-minded critics who produce dissension?

Is the dream of its future in terms of providing a home for the spirit which will infuse fresh life into our western civilization, or is it in terms of a mere building program; the creation of a veritable tower of Babel to house a mass of people who cannot understand each other's jargon?

The answer is that McGill, like any other body, is a mixture of good and bad. There is, however, no doubt that when McGill was small, poor, and humble, the good far exceeded the bad, and, in consequence, it came to be held in high respect. We must make sure it stays this way in spite of the problems created by size, money, and power. Where do we see the responsibility to lie for making sure that McGill continues to live up to its traditional high standard of service to meet the changing needs of this new day and age?

The answer, without any doubt, is that we must look to the office of Principal and Vice-Chancellor. There are many others who have responsibilities for parts which contribute to the whole, but, in terms of the whole, it is at the office of Principal and Vice-Chancellor that the buck stops. It is here that we look for the vision and the initiative which have been the proud tradition of such offices in all universities down through successive generations. It is not a matter of one

Where the buck stops

man acting as a dictator, but of the office providing a focus point for our many varied wants and being able to synthesize them into something greater than ourselves; the vision of a McGill which is worthy of the devotion of our hearts and the sweat of our brow.

Thus we dream our dreams, each in our own manner, and look with high expectation towards this high office for help we need.

We the students look to this office in the expectation that McGill will help us find the good life which has been the vision of youth throughout the ages.

We the faculty look, that we in humble devotion may tend with knowledge the sacred flame of wisdom and to pass on the torch to future generations, and find our self-fulfillment.

We the administration look, that we may have the satisfaction of painstakingly recreating the order of things to be in tune with the needs of tomorrow.

We the parents look, that our sons and daughters may become men and women of whom we may be justifiably proud.

We the leaders of the nation look, that Canada may have people with advanced gifts of knowledge and specialized skills to offer to her service.

We the vast mass of humanity without university education look, that we might have an intelligentsia who possess the common touch to appreciate the gap that lies between our own view of realities in terms of common sense and their view of the abstract in terms of the intellect. Thus, together, each playing our own part with superb skill, we shall overcome the problems of survival, that man may dwell in peace on earth.

Such is our cry for help. It flows from our hearts in the hope and expectation that this high office of Principal and Vice-Chancellor, faithful to its traditional role, will provide the vision and initiate to lead us on to glory.

Mr. Lowry of Edward L. Lowry and Associates, counsel to management, is the father of one daughter and three sons now attending McGill.

EDWARD L. LOWRY

McGill reporter

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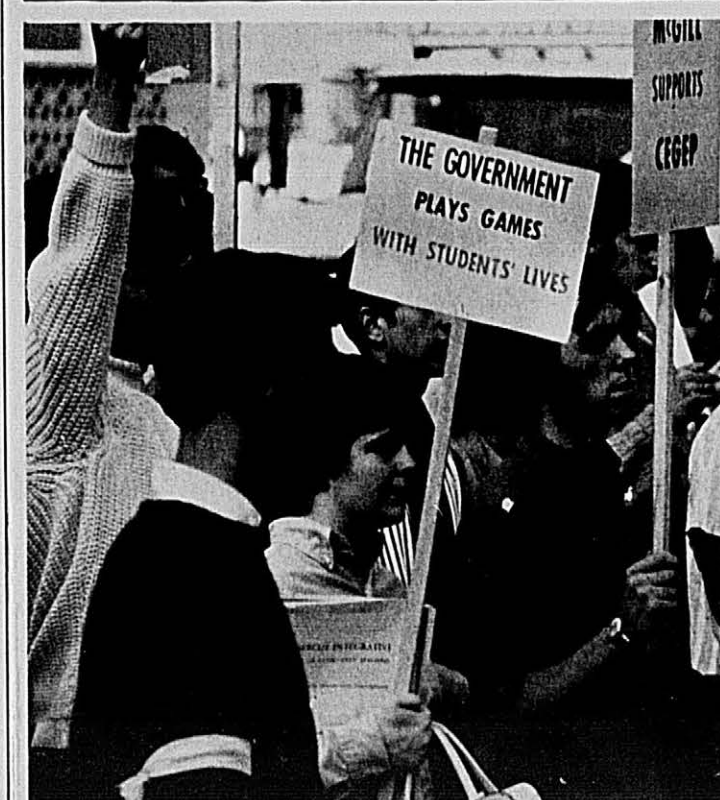
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BRIAN M. SMITH



The difficulties of CEGEPs are discussed inside.

DEAN WAYNE C. HALL: No Final Decision on Education Move

I was astonished to read in the Reporter of October 21st that "the die already is cast for the move of the Faculty of Education in toto to the McGill campus". The transfer of Education to Montreal is under consideration but I am not aware of any final decision. The Principal has assured the Faculty of Education that they will be consulted before a decision is reached and no definite plan has been presented. Senate has not been asked to reverse its decision of a year ago that Education be developed on the Macdonald campus.

The repeated delays in reaching a decision concerning the location of Education are not due to indifference on the part of the authorities but to the complexity of the problem. Registration

Amalgamation with the St. Joseph Teachers College is anticipated if the Faculty of Education moves to Montreal. This would immediately raise registration to over 2000 and indications are that enrolment would reach 2500 within four or five years. By that time, the staff would number about 150 and they would offer over 200 distinct courses. It is obvious that heavy demands will be made on the Montreal campus to provide adequate offices, teaching areas, and student accommodation.

The University community should be made aware of some of the implications of moving Education to the main campus. The Faculty will require a building of approximately the size of the Leacock Building to house its offices, rooms designed for instruction in the methods courses, and special facilities areas for reading clinics, counselling education, curriculum laboratories and teaching aids centres. In addition, it will require full-time use of twenty to thirty general purpose classrooms. These will most likely have to be found in the present Leacock-Arts complex.

There are other problems. Extensive alterations and an addition will be required at the Currie Gymnasium. The Education library will have to be transferred to the Redpath Library and work areas will be needed for the 2500 student teachers. Approximately 500 beds will be requested in the residences for out-of-town students in Education. The year for Education students is longer than for Arts and Science students, and some of the Arts courses will have to be re-scheduled to enable student teachers to do their practice teaching.

The Faculty of Education fulfills a serious obligation of the University to prepare well-qualified teachers for the English language schools of the Province. It cannot lightly disregard its responsibility to either the community or the University. For this reason, the Faculty must seek assurances that it will not be hampered in this exacting work by a transfer to less adequate quarters. Although the Faculty is in desperate need of better and larger accommodation, it cannot agree to move unless it is convinced that the change will lead to an improvements in its offerings. To accept any alternative to this would jeopardize the University's relations with its public and betray the Faculty's responsibility to its staff and students.

Important decisions in Teacher Education must be made immediately whether the Faculty moves to town or remains at Macdonald. However, no solution can be entertained which would disrupt, even temporarily, the contribution which the Faculty of Education must make in the rapidly changing patterns of education in the Province.

WAYNE C. HALL

FORUM

ELEGANT AT FIVE FEET

Sir:

The most progressive step yet taken by your publication was to reduce the number of pages last week from eight to four. Elegant as The McGill Reporter may appear at a distance of five feet, the ordeal of struggling through long narrow column after long narrow column of dazzling, sans-serif type soon defeats interest in content. That these difficulties should be turned into a commando course in reading by the whims of your designer and the inattention of your lay-out man is beyond my understanding.

The effect of your change was that I actually got to page three of your third issue and this set me to wondering about something even more fundamental, namely relevance.

I am not really concerned to know that "The Great Dictator" did to or for Mr. Sean Kelly and, since he might have gone anywhere else at some time or another to see this film, his comments hardly seemed relevant to the life of McGill. They are certainly not relevant to cinema.

I assume that "Sean Kelly" is a nom de plume, for no Irishman is likely to be so devoted to stand-up comics and their jokes as to be blind to the particular qualities of a movie (and one in the silent tradition at that) or to expect nothing but belly laughs from a "funny film".

Perhaps it is well that in your current issue Mr. Kelly has turned from the role of critic to that of Barker; it certainly suits him better.

Andrew Allen

AND THERE ARE THOSE WHO LIKE US

Sir:

Allow me to congratulate you and your staff for the McGill REPORTER. I find it informative, hence useful, and much more alive than other university bulletins I have known. Hope you'll continue in this vein.

Sincerely,
Mario Bunge
Professor of Philosophy

MUNROE ON CEGEPS

"THE FUTURE OF THE ECONOMY AND SOCIETY IS AT STAKE"

Sir:

One of the important duties of the Superior Council of Education is to report to the government and to the public on "the state and needs" of education in Quebec. Normally this is done through the annual report to the legislature, but occasionally there are problems of special urgency which require interim statements. "The First Year of Development in the General and Vocational Colleges" is such a document. It was forwarded to the Minister of Education in July and released to the public several weeks later.

Based on a study conducted by the Council's Commission on College Education, this document gives detailed information submitted by the twelve colleges established in September 1967. The Commission also visited five of the colleges situated in different parts of the province. All of these institutions were French, since unfortunately no English-speaking colleges are yet in

operation, and all were organized by amalgamating college-level institutions that already existed.

The report covers such topics as administration, finance, academic program and student services. It fully recognizes the difficulties which were encountered in initiating this reform both by the Ministry of Education and by the various institutions that were called upon to co-operate — universities, classical colleges, technical and trade schools and the public school authorities. Nevertheless it carefully examines the most serious problems and recommends a number of solutions.

There are forty-one recommendations, covering the whole range of operation from a clear definition of the duties of the chairman of the college corporation and of the principal or director general to the revision of "Regulation 3" which governs the general pattern of college-level studies and "Bill 21" which provides for the establishment of the public colleges. Two of the recommendations touch directly on the need for co-ordination with the institutions of higher education — the universities — and with the labour market and the economy.

It is noted, for example, that discussions have been in progress for some time between officials of the Ministry and the universities about the standards for entrance after completion of the college course and the length of the courses leading to the first university degree. If agreements have been reached on these matters, they have never been made public: if they are still under discussion, there is no provision for representation from the colleges. Consequently, it is urgent that these questions be settled immediately and that a clear, authoritative statement of policy should be issued to serve the college authorities, to guide the students and to inform the public.

If admission to the universities is uncertain for those students who wish to continue their studies, the problem of employment after completion of the vocational courses in various sectors of the labour market is no less indefinite. Most of the colleges now operating offer only a limited range of technical or professional courses and those that are offered may well have been chosen for reasons of economy or convenience rather than economic demand. It is essential in future that the technical sector be fully developed and that the courses be properly co-ordinated with the demands of industry, commerce and the public services.

The Council recommended that co-ordination be effected at once between the colleges and the universities, on the one hand, and the industrial and commercial employers, on the other. Only by such positive action can the students be properly prepared for the next stage in their careers.

It is not surprising surely that this issue has been chosen by the students themselves as the focus for their present dissatisfaction. After all, they are the victims of a situation that should not have been allowed to develop and which can only grow worse as time goes on. Articulation between the different levels and areas of the educational system cannot be delayed because the future of the economy and society is at stake.

While the college study was still in progress the Council advised the Minister on the subject of English-language colleges. After meeting with officials of the Ministry, as well as representative groups in the English community, it recommended that Dawson College be opened not later than September 1969 and three or four others in successive years. This statement was forwarded to

the government in May and was made public in August.

The Council's proposal recommends that all high school graduates in 1968 be advised to register in an "admissions pool" and, upon acceptance, they would be qualified for free tuition. Institutions which now offer the college level of instruction would be invited to offer services, staff and accommodation if they wished to do so and they would participate in a "phasing out" formula by which they would withdraw their "college level" courses during a period of four or five years. It was following this statement that the charter was granted to Dawson College.

Anticipating the adjustments necessary in the area of higher education, which is now served almost exclusively by the existing universities, the Superior Council issued another document last December which may not have been given the attention it deserved. Entitled "The Development of Higher Education", this statement began with the following paragraph:

"The current programme for the establishment of General and Vocational Colleges — a programme that will expand during the coming year — will require much closer co-ordination than has heretofore existed between the universities, and the immediate elaboration of a plan for the development of higher education."

The document reviewed the relationship between the government and the universities in recent years and listed a number of fundamental conditions of general policy. It also stated five special conditions or principles to be applied to higher education:

Accessibility
Democratization
Social Responsibility
Co-ordination and Planning
Freedom

While special interest groups or certain institutions may be tempted to choose among these principles, accepting some and rejecting or challenging others, in the Council's view they are inseparable. There is a need, in modern societies, for a public authority at every level of an educational system, and, in higher education, the Council proposed this should be exercised jointly by the government and the universities in an "Office of Higher Education".

Considering the special needs of the moment, the statement also recommended that a second French-language university, along the lines recommended by the Parent Commission and other reports, should be established in Montreal immediately.

Government action in these matters is now clear. Bill 57, to establish a University Council, is before the legislature and it embodies most of the features of the "Office of Higher Education". On October 16, the Minister announced the government's intention to establish the Université du Québec, which will include in its structure the second French-language university in Montreal.

I trust that this explanation of the role played by the Superior Council of Education in the reforms now under consideration will demonstrate its value and importance. Perhaps, also, it will enable the McGill community to see the role it is called upon to play in providing the educational services for the next generation.

David Munroe
Vice-President
Superior Council of Education

A REPLY TO PROFESSOR BINDRA

Sir:

In reply to Professor Bindra's letter of October 15th (entitled, "A.S.U.S.: What Next?"), we feel compelled to take issue with the unfortunately misleading premise on which it is apparently based. Its very title implies an inconsistent approach on the part of the Art & Science Undergraduate Society. Our preliminary objective, the creation of a joint Arts and Science committee mandated to consider the procedures and structures of Arts and Science Government, has existed since the undergraduate population the A.S.U.S. represents first took active interest in the matter, some ten months past.

Before one asks the question "What Next?" it seems rather elementary that one examine the (mis)understanding upon which the A.S.U.S. named delegates to the Committee on Student Participation in Faculty Government. The original invitation from the Dean stated that Faculty Council had endorsed a recommendation of the Nomination Committee for the creation of a Special Committee on Student Participation in Faculty Government. At the same time, the Nominating Committee proposed that the President of the A.S.U.S. and three additional students nominated by the Society join with the Committee in its deliberations. The proposal contains an inherent ambiguity, as any understanding of the Nominating Committee's function can easily lead one to believe that students were to be full members of the Committee, with the same privilege of initiating action as is held by other members of such a body.

In that the invitation specifically asked whether or not we found the proposal acceptable, a letter seeking a clarification of this particular and related questions was forwarded by the Society. The Dean's reply provides no insight into the matter. In his response, it is suggested that we nominate our delegates and assurance given that

"these very matters you raise will be discussed there."

Shortly afterwards, Professor Bindra, as Chairman of the Committee, sent a letter outlining his understanding of the scope, function, and composition of joint sessions, wherein it is un-categorically stated that they consist of two equal and concerned groups. Our reservations, or at least part of them, seemed settled; in the event that we had misinterpreted the subtleties of communications received, it was evidently clear from the Dean's first reply that the A.S.U.S. delegation would be free to raise the questions at the Committee's first session without prejudicing our position.

Such was not quite the case. After the first and only joint session, we were informed that no further meetings would be called until the issue (the one we had originally sought clarification about) had been clarified. We were told that the "unfortunate situation" which arose at the joint session had "certainly killed any chance of success" of the Chairman's original "strategy". Moreover, it was stated that the "legalistic questions" of relative status and vote were to have been hopefully by-passed. Once the awaited clarification arrived, we were informed that the A.S.U.S. delegation was not a part of the Committee's composition, but that the original invitation to the A.S.U.S. was one directed towards a "consulting group." In that letter, Dr. Bindra assumes the position that the issue was virtually self-evident from the beginning, the latter position coinciding with his original one. Were this so, we feel justified in asking why a straightforward reply was not directed towards our first enquiry, and furthermore, why the Committee found it necessary to seek clarification of its own composition.

One might reasonably ask why we had placed any significance upon the question of our status, it possibly being an incidental issue. The explanation is simple: firstly, regardless of what status we eventually maintained, it seemed preliminary that two groups joining together in a common effort possess some understanding of their relationships and the purpose about which they are working; secondly, it is a basic tenet of "meaningful dialogue" that parties concerned with an issue of mutual interest meet on equitable grounds, in an atmosphere conducive to productive consideration of differences, and in the hope that some common agreement be reached. This is particularly true in cases in which both parties become attached in name to the product of deliberations.

Furthermore, we held a basic reservation as to the scope the Committee has assumed in interpretation of its task. It seems reasonable that we hold the position that the type of student participation and representation one seeks is inextricably linked to the rationale for that participation. The democratization of Arts and Science government is, we submit, slightly more complex than adding "x" number of student representatives to bodies of otherwise unchanged composition and function. One can hardly expect to better present education without examining the standards, basis, and process of contemporary education itself.

Finally, in terms of "What Next?" the question is the same as that of almost a year ago: establishing a mechanism whereby progress can be made towards the betterment and democratization of education. The two, we feel, are inseparable. We, sir, have tried to be consistent.

Paul Wong, President
Arts & Science
Undergraduate Society
Mark Krasnick, Treasurer

RE: MCGILL LITERARY MAGAZINE HELP FOR MR. KRIEBEL

Mr. Nathan Kriebel,
c/o McGill Reporter (Forum).

Dear Mr. Kriebel,

I was very interested in your letter concerning a literary magazine for McGill.

I think that an interest in such publications has to be fostered or created. I am of the opinion that in the recent past McGill student have not been offered a literary magazine that was either pleasing to the eye or stimulating reading. Unfortunately, literary magazines fall into one of two categories: heavy-handed, conservative mush or immature, "underground" exhibitionism. I think that a new category must be created in order for a literary magazine to be successful. It must be fresh and clean looking and it must have a wide variety of literary and artistic content. I think that such a magazine can be produced on a lower budget than is usually wasted on such efforts, and that it can be a financial success as well.

Thus, I would be very interested in being of assistance in any capacity possible. I have quite a lot of ideas, as well as experience, in this field. I write regularly for the Lively Arts section of the Gazette, and I write and produce programs on a free lance basis for the CBC (radio). I am also the editor and publisher of Pop-Sec-Cul, a rather esoteric but sometimes enjoyable little publication that has managed to attract favourable comment from time to time. I am currently taking a couple of courses at McGill. If you are as interested as I am in the development of a good quality literary magazine for McGill please do not hesitate in phoning me at 932-4046.

Sincerely, Juan Rodriguez

PROJET DE RÉFORME POUR L'UNIVERSITÉ LAVAL

Une année avant le délai fixé par le Conseil de l'Université Laval, le "Comité de l'enseignement et de la recherche à l'Université LAVAL" remettrait en septembre un projet de réforme "inspiré par le désir de créer les conditions d'une large participation des professeurs et des étudiants à la tâche commune." Dans une série de deux articles nous vous présenterons ce rapport. Le premier article se rapporte aux fonctions et tâches de l'Université. La semaine prochaine nous aborderons l'aspect pratique de la réforme proposée.

L'Université en question

Si l'Université entend s'engager dans la voie d'une planification authentique, si elle refuse désormais les solutions à court terme, elle doit reconnaître les difficultés majeures suivantes: rigidité et monolithisme des programmes d'études, — morcellement et dispersion des structures pédagogiques, — pauvreté de la recherche interdisciplinaire. Il faut remettre l'Université en question, la redéfinir. Mais "comment redéfinir l'Université d'aujourd'hui dans son nouveau contexte social de manière que ses fonctions traditionnelles soient intégrées aux obligations présentes?" L'Université doit continuer à être un des lieux "les plus importants de la conservation du savoir et des valeurs

culturelles", elle doit continuer à "transmettre la connaissance" mais elle doit en plus "préparer et annoncer la société et la culture de l'avenir".

Aujourd'hui l'Université doit tenir compte des transformations du milieu et des modes de vie annoncés par la technique (c'est-à-dire information) et se rendre compte que "nos conceptions de la culture et de la sagesse devront être repensées, de même que les modes de préparation aux pratiques professionnelles." Mais il y a contraste entre ces espérances pour un avenir immédiat et la situation réelle de l'Université.

L'Université "est en retrait par rapport à la nouvelle culture qui s'élabore sous nos yeux, culture populaire, culture de masse"...

L'Université est en retrait par rapport aux transformations de la pratique professionnelle. "L'Université ne peut pas se contenter d'un ajustement graduel." Pour répondre aux impératifs du changement, l'Université doit en quelque sorte les devancer; l'Université doit être considérée comme un moteur du développement.

L'Université est en retrait par rapport à l'orientation et au développement de la recherche. Ses travaux de recherche sont trop souvent définis à l'extérieur d'elle-même. L'entreprise et l'état assurent de plus en plus des fonctions de recherche.

Une question peut être posée: "En quoi l'Université peut-elle constituer un pôle spécifique de développement?" En quoi l'Université peut-elle être un moteur de développement social et culturel?

L'Université et le changement social

Trois exigences nouvelles du changement social doivent orienter l'Université dans sa réforme:

1. Les exigences de la recherche scientifique.
2. Le besoin de nouveaux responsables de la gestion sociale.
3. La scolarisation maximale de la population.

1. La recherche scientifique

Après avoir fait remarquer "que les



In 1967 Laval University created a new committee for development and planning, giving it a wide mandate to look at the University in terms of the higher education needs of Quebec and the evolution of teaching and research. The committee was asked to bring in an interim report by September, 1968 and a final report by September, 1969 to suggest ways and means for the University to adapt to educational, social, and cultural change.

After consultation with deans, chairmen, professors, students, and other groups, the committee submitted "a project for reform" last month.

M. Jean-Louis Roy of the French Canada Studies Programme reviews the committee's recommendations in a two-part article, beginning with this issue.

ralisées des populations à accéder à l'enseignement supérieur, l'Université ne doit pas seulement se réaménager afin d'accueillir plus d'étudiants, elle ne doit pas seulement "consentir à la scolarisation maximale" mais approfondir le contenu, les conditions de cette scolarisation.

L'Université Laval et son contexte

De par sa situation géographique et de par son histoire, l'Université Laval est liée au Québec et est partagée entre deux pôles d'attraction: La France et les États-Unis.

1. Laval au service du Québec

L'Université a un rôle actif à jouer dans la région immédiate où elle se situe. Ce rôle n'a jamais été précisément évalué. Il est certainement une fonction de recherche, mais il va beaucoup plus loin. L'Université devrait s'engager comme telle dans des expériences de rénovation urbaine, d'animation sociale et culturelle, de réaménagement sanitaire, de scolarisation et de recyclage des adultes, etc. Les avantages de ces méthodes sont nombreux: apprentissage de la recherche, apprentissage des problèmes concrets au sein même de la vie sociale. L'Université Laval comme les autres Universités du Québec a des responsabilités vis-à-vis du Québec tout entier: qu'il s'agisse de l'inventaire des ressources, de la recherche industrielle de l'aménagement... Une coordination inter-universitaire, une coordination avec les autres centres de recherche existant en dehors des cadres universitaires (Hydro-Québec) est indispensable vu la faible densité des chercheurs et la pénurie des ressources.

2. Les pôles d'attraction: La France et les États-Unis

L'Université Laval a une vocation française. Cela signifie que nous devons utiliser notre "participation à la culture française" pour faire ici œuvre originale. Mais pour empêcher que la culture française ne devienne "un folklore caricatural" nous devons affirmer notre appartenance au contexte nord-américain et nous intégrer au grand courant de la recherche scientifique et technique.

La semaine prochaine: Pour ces objectifs nouveaux: Des structures universitaires nouvelles.

Jean-Louis Roy

ENGLISH-LANGUAGE CEGEPS—

Opinion of the superior council of education respecting the establishment of english-language general and vocational colleges and in particular the establishment of the first these colleges in Montreal

(Announced August 23, 1968)

The establishment of twelve Colleges of General and Vocational Education in September 1967 was an important step in the expansion and the reform of post-secondary education, two questions to which the Council has always attached great importance as is clearly shown by the studies it has undertaken, the discussions it has held and the recommendations it has made. But the Council has not confined its interest exclusively to the establishment of General and Vocational Colleges; it has also been concerned over the articulation of this level of instruction with that of higher education and the coordination which is necessary between college education and higher education. These were the reasons, moreover, that prompted the Council to recommend the creation of an Office of Higher Education and the establishment of a second French-language university in Montreal. Moreover, it is for these same reasons that the

Commission of Technical and Vocational Education is presently conducting a survey with respect to the functioning of the twelve Colleges already established. In spite of everything that has been done so far, and in spite of the progress that has been made, the situation in regard to the development of post-secondary education is becoming increasingly critical and complicated because of the ever-growing number of young people who must attend well-organized colleges capable of providing the services they require.

Each year sees an increase in the number of secondary school graduates who, at this important point in their life, must decide on the course they are to follow and, depending on the option chosen, must, in most cases, continue their education so as to be ready, once they have completed their studies, to pursue the occupation they have chosen. Furthermore, each year the structure and the nature of the various occupations change and this is true both of the labour market in general and of individual professional posts; each year the various branches of industry, particularly those in which techniques play an important role, are more and more demanding with regard to the calibre of their working force. Consequently, each year of delay in establishing an adequate educational and training programme at the post-secondary level cannot but have grave consequences for the future of our young people and, at the same time, hinder the economic development of the Province of Quebec.

Differences noted

This having been said, it must be recognized that the development of post-secondary education, at the 12th and 13th years of study, cannot be identical in the French and English communities. There are, in this connection, appreciable differences between the two linguistic groups. Thus, the existence, in the French sector, of a large and varied number of institutions of post-secondary level makes it possible to integrate these various establishments to form General and Vocational Colleges. Now this situation is different in the English sector where the provision of post-secondary education is an exclusive function of the universities. That is why the English community, if it wishes this level of education to be open to all who desire, or are considered fitted, to undertake studies at the College level, will have, on the one hand, to restructure its system of university education so as to eliminate the college level and, on the other hand, beginning from nothing, to create General and Vocational Colleges. The principal task of these colleges like those established on the French side will be either to provide their students with the technical and vocational education they will need to meet the requirements of the labour market or to prepare them for higher education.

While, on the whole, General and Vocational Colleges, whether French or English, have the same goals, it must be recognized that certain cultural differences exist between them and that these differences cannot help but make themselves felt both in the structure of the courses and in the programmes themselves. It is therefore essential that, in the general elaboration of programmes, the cooperation of those English-language institutions that have, for the moment, the responsibility for education at this level be sought. It is also extremely important that the help of English-speaking teachers, parents, representatives of business and industry and other English-speaking professional groups who, because of their competence, can make a real contribution to the development of college education in the English community be enlisted.

Strong support for 1968 opening

The Superior Council of Education regrets that no provision was made for the establishment of English language colleges last September. An important group of representatives of the English-speaking population including several members of the Council had at that

time drawn up a project for the establishment of an English language college which was to open in September 1968. This proposal had the support of a large number of organizations and institutions representative of the English-speaking population, in particular the English universities and colleges, the school boards, the professional associations and the parents' groups. The Department of Education was also favourable to the proposal. It must also be noted that representatives of the English-language universities participated in the exchange of views that took place in Saint-Hyacinthe between the Department of Education and the universities and that these same representatives continue to participate in the work of the "Joint Committee" on which the Department of Education was represented by, among others, Mr. James Whitelaw, Special Advisor to the Directorate of College Education and Mr. C. W. Dickson, Associate Deputy Minister of Education.

As early as November 1967, the "Mission" appointed to organize the colleges was informed of this project of an English-language college and a request for a charter was formally presented to it at this time. As concrete recommendations with regard to the physical installation of the proposed college were lacking, the Department of Education was unable to approve this request and the thought of opening such a college in September 1968 became impossible. And, unless steps are taken immediately, it is questionable whether this college can open in September 1969.

Concerned with this state of affairs, the Council instructed its Committee of Chairmen to obtain the necessary information concerning all aspects of this situation and to recommend appropriate action.

Acting on the request of the Council, the Committee of Chairmen held several meetings. It first met representatives of the Department of Education. It then had an interview with a special committee chaired by Professor James Whitelaw which had made a survey of the educational needs, at the College level, of the English-speaking population living outside of Montreal. The Committee also interviewed the members of the Organizing Committee for an English-language General and Vocational College in Montreal, this Committee being chaired by Mr. Frank McLaughlin. It became apparent as the meeting went on that the majority of the persons concerned, in spite of the difficulties of which they were aware, were in favour of the establishment, without undue delay, of the first English-language General and Vocational College in Montreal. This point of view also has the firm support of an important organization like the Federation of Protestant Home and School Associations; indeed, the President of the Federation recently informed the Minister of Education and the Council of the position that this group had taken in this regard. The members of the Council are also aware that the proposed English-language General and Vocational College also has the support both of influential leaders of the English community and of the English-language press.

Co-operation required

The Council hopes, and this for obvious reasons, that the public may, in this matter of the establishment of the first English-language college, count on the cooperation of those institutions which are presently responsible for providing educational at this level or which are directly concerned by it, such as the English Universities and Colleges, the institutes of technology and the school boards. The contribution of these institutions in the establishment of English-language General and Vocational Colleges can be of two sorts:

- collaborating in the provision of courses during a transitional period of two or three years;
- making available suitable premises that the College Corporation could rent or buy.

There are approximately 8,500 students graduating from English-language high schools and most of them may be

expected to continue their studies. Some 2,000 of these students might be admitted to the first English-language General and Vocational College in September 1969. (The organizing committee for the first English-language General and Vocational College in Montreal has proposed that the first college be called "Dawson College" in honour of Sir William Dawson, one of McGill University's most distinguished principals. After the Second World War, McGill established at Saint-Jean a College for veterans to which it gave this name.)

As for the remaining students, other arrangements would have to be made for them to continue their studies. If a transitional programme could be set up with the participation of some or all existing institutions providing instruction at the College level, it is probable that the 6,000 students not at Dawson College could be accommodated at these institutions. However, to avoid any possible disparity in treatment, a "common admissions pool" should be established. In other words, every English-speaking student wishing to be accepted for College studies, which should follow the same curriculum in all institutions, would present his application for admission to this inter-institutional centre.

The establishment and the organization of the first English-language General and Vocational College (Dawson College) will require a long period of preparation. It is therefore essential that certain senior officials be appointed immediately if Dawson College is to be opened in September 1969.

Specific recommendations

Having made a thorough study of all aspects of the problem posed by the establishment of an English-language General and Vocational College in the province, the Superior Council of Education makes the following recommendations:

- that a charter be granted immediately to the first English-language General and Vocational College in Montreal (Dawson College);
- that this first English-language General and Vocational College be accorded a budget allowing it to engage a Principal, a Vice-Principal (Administration) and a Vice-Principal (Academic);
- that a minimum enrolment of 2,000 students be assumed for the first year of operation of this College;
- that the curriculum of the College be comprehensive (polyvalent) and that it be drawn up by the senior officers of the College and the Department of Education in consultation with the co-operating institutions and representatives of industry, commerce and labour;
- that a suitable person be found in the English-language institutions of this level who, as a permanent civil servant, would act as consultant to the Department of Education in the matter of the establishment and the administration of English-language Colleges;
- that the cooperation of all English-language institutions now offering this level of instruction be secured, in particular, McGill University, Sir George Williams University, Loyola College, Marianopolis College, the Montreal Technical Institute and School Boards which now offer the 12th year;
- that, in the event that permanent quarters are not available, the College should be provided with temporary premises which should be situated in the centre of Montreal. In this case, the co-operating institutions might be asked to rent or sell suitable premises to the College. Or, if no other course is possible, space in government buildings might be utilized.
- that a "phasing out" formula be adopted by agreement between the co-operating institutions and the Department of Education to cover a period of not

more than 4 years (see Appendix 1);

9.—that an inter-institutional admissions centre be established or common admissions pool to which all English-language students seeking admission to College courses would forward their application in order to be admitted to the first English-language General and Vocational College or to the College Section of the co-operating institutions in September 1969; that this centre be under the direction of the Principal of Dawson College who would have, as advisors, representatives of the co-operating institutions (see Appendix "2");

10.—that steps be taken immediately to plan the establishment of other English-language colleges in the next 2 or 3 years, such planning to be based on population trends such as those projected in Education Document No. 3 of the Department of Education.

Appendix 1

PHASING OUT FORMULA

A transitional period, during which the universities would withdraw from this level of teaching, should be contemplated. It is believed that in the first year of operation, Dawson College could admit 2,000 students to the first year of the college course; approximately 6,000 other students could be admitted to the co-operating institutions in which college-level courses would be offered by agreement with the Department of Education.

It is not likely that all options normally found at the college level could be offered in these circumstances but a certain standard of achievement would be maintained by common examinations administered under the jurisdiction of a Board of Examinations for English-language General and Vocational Colleges on which would be represented the Colleges, the co-operating institutions and the Department of Education.

In the second year of operation (1970-1971), with the possibility that at least two other colleges would have commenced operations, the first college would offer the first two years of the college course and the new colleges would admit 3,000 to 4,000 students. This would leave the co-operating institutions with only 2,000 to 3,000 first-year students and a limited number of second-year students.

By the third year (1971-1972) it would be expected that all first-year students would be enrolled in the colleges as well as the majority of those in second year. Consequently, the following year, the "phasing out" would be completed with all 12th and 13th year students enrolled in the five or six colleges, and the universities would be able to accept all students entering the 14th year.

SUGGESTED CALENDAR

		ENROLMENT	
	COLLEGES		COOPERATING INSTITUTIONS
1969	1 2000 Year I		6500 Year I
1970	3 6000 Year I 1500 Year II		2500 Year I 5000 Year II
1971	5 8500 Year I 4500 Year II		no Year I 2000 Year II

NOTE: The projections for year II were calculated as follows: 75% of the enrolment in Year I.

Appendix 2

INTER-INSTITUTIONAL ADMISSIONS CENTRE

It is assumed that all students completing the requirement for the High School Leaving Certificate will be qualified to enter the colleges. All candidates should make application for admission to an inter-institutional admissions centre, presenting their school records and other documents required.

The Admissions Centre would assume responsibility for distributing students among the colleges and co-operating institutions, basing its decisions on such factors as place of residence, scholastic record, choice of courses, etc.



LAVAL—En avant: Faculté des sciences; au centre: sciences humaines; à l'arrière-plan: Faculté des sciences de l'administration

LAVAL—Pavillon des sciences de l'éducation

caractéristiques de la recherche universitaire ne sont guère définies ici ou ailleurs" les commissaires affirment qu'à l'Université plus qu'ailleurs sans doute une politique de la recherche est possible". Cette politique de la recherche repose sur les données suivantes:

"La distance par rapport aux intérêts et à leur conflit doit être reconnue comme le fondement même de devoirs de la recherche à l'Université."

"Les travaux de recherche à l'Université peuvent être conçus et exécutés en relative indépendance par rapport aux différents pouvoirs sociaux."

L'Université peut former ses chercheurs mais le fait-elle en utilisant adéquatement les ressources dont elle dispose, en particulier les possibilités inter-disciplinaires qu'elle seule possède?

2. Les nouveaux responsables de la gestion sociale

L'Université devrait s'engager dans des recherches constantes sur les divers domaines de l'activité sociale dans le but de prospecter les besoins du point de vue de la formation professionnelle. Autrement elle ne pourra qu'entériner les définitions "conventionnelles et précaires" qui lui viennent de l'opinion ou des groupes de pression en ce qui a trait aux différentes pratiques professionnelles.

L'Université, tous les secteurs de l'Université, devrait se livrer au sein même de la pratique sociale à un véritable "travail expérimental" et continu.

L'Université moteur du développement, "agent efficace du changement", qui a l'obligation de former les étudiants à la lecture des besoins nouveaux doit se porter sur le terrain même où le changement social se produit sans cesse. Dans cette perspective la communauté universitaire s'engagerait collectivement dans, et vis-à-vis de certains changements sociaux. Une question est posée par les commissaires: "N'est-ce pas là que se trouve, pour une large part, un des facteurs les plus importants d'une véritable communauté universitaire?"

3. La scolarisation maximale

Devant les aspirations devenues géné-

TELLING IT LIKE IT IS

By Bruce Anderson

The theories of language and semiotics, information and communication, have found an important place in the processes of industrial, architectural, and urban design.

Designed mechanisms, space-sequences, and complex organizations or systems of architectural elements must consciously communicate and express information, as well as satisfy and fulfill utilitarian needs and purposes.

The skilled designer has always been aware of the literary content of designed forms and built systems, but only recently have the inter-disciplinary relationships to architecture been recognized with an attempt to incorporate them into the pedagogy of design process. A deeper understanding of the nature of communication theory permits the architect and designer to strengthen concept, content, and meaning of things designed, and facilitates a clearer visual expression of purposes and goals.

The problem of communication, whatever the language, is very complex. Messages imparted or intended are seldom exactly those which are interpreted by the receiver, and may require more than one language support (words, diagrams, images) for sufficient communication. In addition to the "pure information" side of any communication, there may exist underlying subtleties such as symbolism, satire, sarcasm, humour, wit, and metaphor. Any elementary theory of graphic communication would require that the designer of the information content be able to control the messages which are expressed via any selected media.

A three-year sequence of courses entitled Communication, Behaviour, and Architecture has been in operation in the School of Architecture for the past three years. The structure is organized so that the teacher follows the student through the three-year continuum, lecturing on theory and implementing studio, library, and field projects.

In the second stage of this sequence, fourth-year architectural students are trained in the theory and method of photo-graphics and film as they can be applied to design problems and to urban-architectural-social surveys.

The introductory project in the fourth-year course, an example of which is illustrated here, deals with a sequential theme or narrative which relates to any story-line media such as slide-tapes, still exhibition sequences, film montage, film leader design, visual book reports, and architectural presentations.

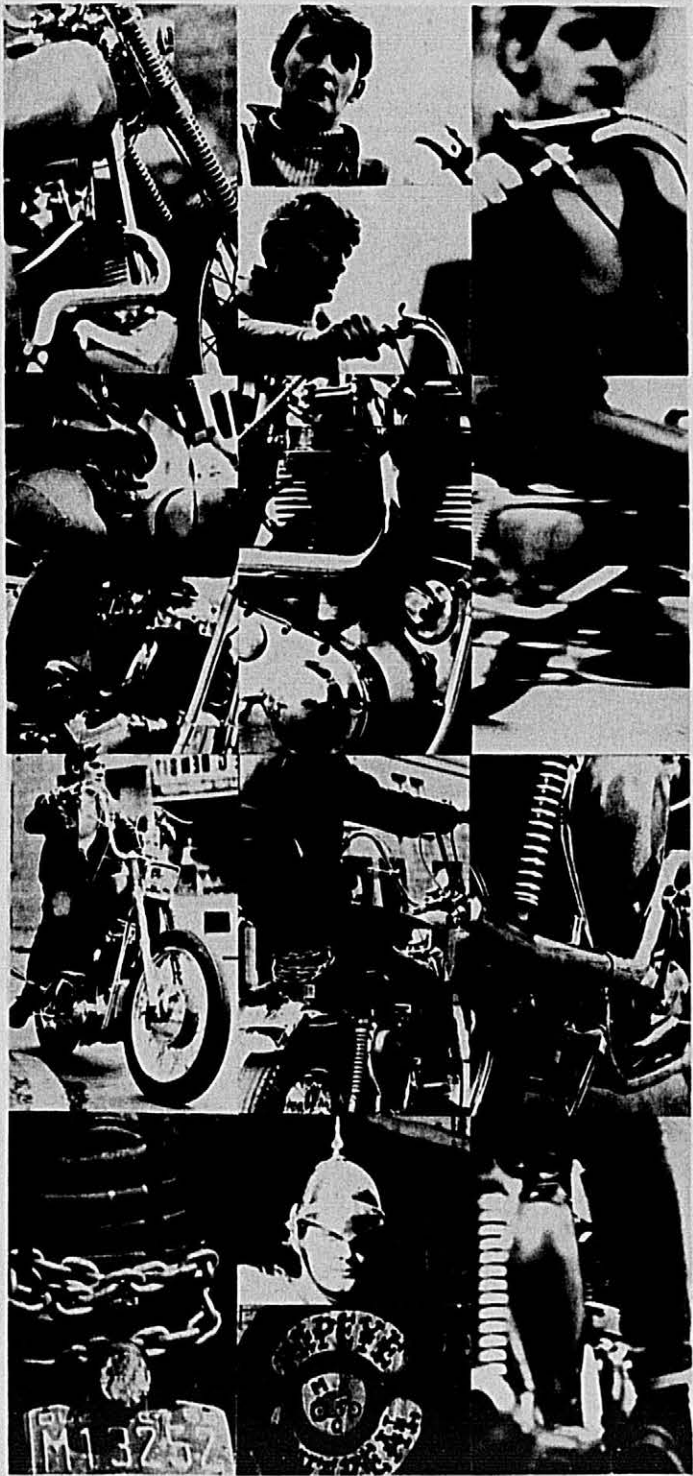
Individual students are involved in the development, design, and presentation of a thematic essay to be read in a directed or programmed sequence of either related individual frames or in a simultaneous matrix field.

These essays are achieved by employing the conventional photographic method of images on film negatives; by 'photograms' which are light drawings or abstract photo designs made without the use of a camera; by using a 'collage' of real and graphic images; and by employing special laboratory techniques such as solarization.

The practical application of skills, knowledge, and imagination serves, in the short period of three weeks, to introduce the theory of photographic method, and to prepare students for a second phase of investigations in urban survey, utilizing all available photographic and film media.

An exhibition of thematic photo sequences designed by Fourth Year Architecture students will be held in the exhibition room of the School of Architecture, Main Floor, McConnell Engineering Buildings, from Monday, October 28th, to Friday, November 1st.

Mr. Anderson is an Assistant Professor of Architecture.



'Les Popeye' - Michel Labonté

CAMPUS

HERE AND THERE: The July 22 issue of Chemical and Engineering News carries a short article entitled "Academic fringe benefit: the faculty club." McGill's faculty club gets top rating ("hard to beat") but the article warns that it has a billiard room "whose lures the professor must resist in order to make a one o'clock class." ■ The Senate Committee on Development, at its meeting October 17, resolved "that it admit observers to its meetings except when a majority of the members present agree to meet in camera, with reason given by the Chairman for such action." Next meeting: October 31. ■ The October issue of "The McGill Engineer" published by the E.U.S., has hit our desk. Congratulations due to Editor Ronald Segal and his associates for an interesting magazine. ■ Another attractive publication, sent us by Mrs. Dorothy Trainor of the A.M.I., recounts the history of "Ravenscrag," the building which houses the Allan Memorial Institute of Psychiatry. ■ Students to choose their representatives to Senate at elections on Wednesday, October 30. ■ The department of anesthesia research in the McIntyre Medical Building was host October 18 to 100 neurobiologists from Quebec universities, Queens University, and Ottawa. This was the third such regional gathering, the first at McGill, and the programme consisted of 34 live demonstrations of laboratory work in the various departments in the McIntyre. Dr. K. Krnjovic, director of anesthesia research, assures us of the success of the conference: "the visitors were most impressed." ■ "The Quare Fellow" takes the stage in Douglas Hall Thursday night. A few years ago the author, the late Brendan Behan, fled forth from the Moyse Hall stage, flinging out some of the most colorful language this side of Eire.

MAINLY PERSONAL: Dr. Han Suyin delivers the final Beatty Memorial Lecture Tuesday evening at 8.20 p.m. in the Sir Arthur Currie Gymnasium. This has been a memorable series and we salute an eloquent, charming, and committed woman. ■ Peter Allnutt, editor of the McGill Daily last year, winner of the 1968 Ted McCormick Award sponsored by the Montreal Men's Press Club "to encourage university journalists." Another winner of the \$100 award is Frank Brayton, editor of The Georgian. ■ Professor Henri Jones (French) attended the 12th International Congress of History of Science in Paris and contributed to the 14th International Congress of Philosophy in Vienna. His paper for the 5th International Congress on Aesthetics (Amsterdam 1964) was recently published in the Congress proceedings. ■ When last heard from, Professor D. L. Mordell, former Dean of Engineering now on sabbatical, was en route to Singapore, having visited Tahiti, Hawaii, New Zealand, and Australia. ■ Principal H. Locke Robertson is this year's president of "la Conférence des recteurs et principaux des universités du Québec." Vice-president is Dr. Roger Gaudry, rector, Université de Montréal and Msgr. Robert Maltais, Université de Sherbrooke, is secretary-treasurer. ■ Professor Donald Theall (English) a discussant at the October 24 meeting of the Toronto Academy of Medicine. The topic: "New dimensions in the communication of medical knowledge." ■ Fred Walczewski and Mark Levi appointed co-editors of Forge, student literary magazine, at Students' Council meeting October 9. ■ David Ogilvy, advertising man "extraordinaire" speaks at a public lecture in the Stewart Biology Building (Room S1/4) tomorrow (Tuesday) October 29 at 4.00 p.m. Mr. Ogilvy, whose book "Confessions of an Advertising Man" was a best-seller some years ago, heads the ninth largest advertising agency in the world. His visit is sponsored by the Faculty of Management.

NEWS LEAD OF THE WEEK: Bulletin No. 4 dated October 16, issued by the Sports Information Service, Department of Athletics, begins as follows: Someone rushed up to us on Saturday evening and excitedly asked, "What is the most unexpected news that you can think of?"

"Well, I replied, 'the-uh-war in Viet Nam is over?' " "No! Guess again!" "Gibson has joined the Expos?" "No!" "Well, I give up, What is it?" "McGill Redmen 28 — Queen's Gaels 21!"

We're looking forward to Bulletin No. 5, and we can already see the punch-line:

"McGill Redmen 2 — Western 56!"

OPEN MEETINGS

For Senate Development Committee

The Senate Committee on Development at its meeting on October 17th.

Resolved that this Committee admit observers to its meetings except when a majority of the members present agrees to meet in camera, with reason given by the Chairman for such action.

Next meeting of the Committee is October 31st.

coming events

28 OCTOBER TO 3 NOVEMBER

Send notices of Coming Events to: J. Macurdy, Local 5306, Information Office, McGill. By: Wednesday, 10 a.m., one week in advance.

MONDAY 28

THREE PRINTMAKERS: S.G.W. University Exhibition. Hall Bldg. Gallery 2. Through November 16.

FOLK CALYPSO: West Indian divertissement by Leon Morenzie. Instanttheatre, Place Ville Marie, 12, 12:40, 1:20 p.m. Students 75¢.

TECHNOLOGICAL AIDS TO CREATIVE THOUGHT:

Lecture by Prof. Adrian Ruyle (Harvard Educational Computer Project). 4 p.m., McConnell Eng. Bldg. Rm. 204.

CINEMATHEQUE CANADIENNE: "L'Opera de Quat'Sous," dir. G. W. Pabst. French. 7 p.m., PSCA. "Die Dreigroschenoper," dir. G. W. Pabst. French titles, 9:30 p.m., PSCA.

MACBETH: Literary Society Film. Orson Welles Production. 8 p.m., L-132, 50¢. **ALEXANDER LAGOYA, GUITAR:** McGill Chamber Orchestra Concert. Vivaldi — "Concerto in D major." Ferdinando Sor. — "Theme & Variations." Albeniz — "Sevilla & Asturias." Scarlatti — "Concerto Grosso." Turina — "La Oracion del Torero." Milhaud — "Symphoniettes." 8:30 p.m., Port Royal Theatre.

TUESDAY 29

THE STRICKEN: By Fraser Kent. Instanttheatre, Place Ville Marie. See Monday for times. Students 75¢.

CONFESSIONS OF AN ADVERTISING MAN—IN RETROSPECT: Faculty of Management lecture by Mr. David Ogilvy (Montreal). Stewart Biology Bldg. Rm S1/4. 4 p.m.

CHORAL SOCIETY REHEARSAL: Beginners welcome. 5 p.m., Union Ballroom. Further information: Mr. Callan, 845-0554.

CINEMATHEQUE CANADIENNE: Animation Cinema, 7:30 p.m., "Earth" dir. Alexandre Dovjenko, U.S.S.R., Eng & Fr titles. 9:30 p.m., PSCA.

MCULHAN: Literary Society lecture by Neil Compton (Montreal poet). 8 p.m., Leacock Council Room.

ASIA TOMORROW: Beatty Lecture III by Dr. Han Suyin (China). 8:30 p.m., Currie Gym. Free tickets from Registrar.

ARLENE SAUNDERS, SOPRANO: MSO concert. Dir. Franz-Paul Decker. Strauss — "Suite de danses d'après Couperin." "Four Last Songs," "Ein Heldenleben." Salle Wilfrid Pelletier, 8:30 p.m. Student tickets \$1.50 after 7 p.m.

MACDONALD COLLEGE ANNUAL WAR MEMORIAL ASSEMBLY

WEDNESDAY 30

SOME OBSERVATIONS ON THE POPULATION EXPLOSION IN PSYCHOLOGY: Psychology Department lecture by Dr. Ferguson (Chairman). 1 p.m., L-26.

CINEMATHEQUE CANADIENNE: "L'Atlantida," dir. G. W. Pabst. French. 7 p.m. "La Longue Nuit de 43," dir. Florestano Vancini, Italy. French. 9:30 p.m., PSCA.

GUIDED TOUR OF HENRY MOORE EXHIBIT: Museum of Fine Arts. English, 7:30 p.m. French, 9:30 p.m.

MONTREAL FOLK WORKSHOP: Amateur folk performers. 3485a Park Ave. 8 p.m. **THE QUARE FELLOW:** English Department presentation of Brendan Behan play. 8:30 p.m., Douglas Dining Hall (3851 University), \$1.50.

THURSDAY 31

OUT AT SEA: By Slawomir Mrozek. Instanttheatre. See Monday.

MITOSIS IN YEASTS & MOLDS: Microbiology/Plant Pathology Departments Lecture by Dr. C. F. Robinow (Univ. of Western Ontario). 8 p.m. Biology Bldg. B216, Macdonald College.

ROBERT PILOT EXHIBIT: "Retrospective," (Canadian painter). Museum of Fine Arts. Until December 8.

NEW CANADIAN FILM FESTIVAL: Film Society. 1968 Canadian Film Award Winners — "Ernie Game," by Don Owen; "Pas de Deux," by Norman McLaren; "A Place to Stand," by Chris Chapman. 8 p.m., PSCA. Registration for weekend, \$5. Tickets from Union Box Office.

REFLECTIONS ON CURRENT EVOLUTIONARY THEORY: Microbiology lecture by Dr. C. F. Robinow (Univ. of Western Ontario). 8 p.m., Biology Bldg. B216, Macdonald College.

ROUMANIAN FILM FESTIVAL: S.G.W. Univ. "Short Story," and "A Bomb Was Stolen," by I. Popesco-Gopo. 8:30 p.m., Hall Bldg.

THE QUARE FELLOW: See Wednesday.

FRIDAY 1

SNOW GEESE MIGRATION EXCURSION: Redpath Museum weekend excursion to Cap Tourmente, Petit Cap, Ile d'Orléans, to watch yearly migration of snow geese. Further information — Mr. Sewell, 392-5988.

NEW CANADIAN FILM FESTIVAL: Films and Seminar, 3 p.m., Moyse Hall. Films, 8 p.m., PSCA. To be shown during weekend. "Facade," by Larry Kent, "Henry Moore — a Documentary," and "Tevye," by Julius Kohanyi. "Eyebang," "Zero," "Electrocution of the Word," "Light Year," by Morely Markson. "Student Revolt in Que." by Arthur Lamothe and Pierre Harel. "Fluxes," by Arthur Lipsett. "Wavelength," by Michael Snow. "Quintessence," by Michael Casselman (McGill). *Discussions:* censorship, distribution, exhibition, unions, the American brotherhood, why Canadian films aren't shown in Canada, the role of government in films, relationships between English and French filmmaking.

FACULTY CLUB FOLK DANCING: Open to Faculty and friends. 8 p.m., Faculty Club Ballroom. Further information: Mrs. Grice, 695-2162.

THE QUARE FELLOW: See Wednesday.

FACULTY FRIDAY: Department of Music Concert. Collegium Musicum Studentium directed by Stewart Grant. Handel — "Concerto Grosso in A minor, Opus 6, No. 4." J. S. Bach — "Concerto in D minor for Two Violins & Orchestra." "Brandenburg Concerto No. 3 in G major." Benjamin Britten — "Simple Symphony." 8:45 p.m. Redpath Hall. Free.

YELLOW DOOR COFFEE HOUSE: Beverley Glenn. 9-12 p.m. 3625 Aylmer, 25¢.

CENTENNIAL STUDENT CENTER OFFICIAL OPENING: Macdonald College.

SATURDAY 2

IMPROVISATION WORKSHOP: Dir. Erroll Sitahal (McGill Players). 10:30 a.m. Union Theatre, University Centre.

THE BIG CHIEF AND THE FLY: By Marthe Mercure. Instanttheatre, Place Ville Marie. See Monday for times.

NEW CANADIAN FILM FESTIVAL: Films, 1 p.m., L-132. Seminar, 3:30 p.m., L-132. Films, 8 p.m., PSCA. See Friday.

SUNDAY 3

NEW CANADIAN FILM FESTIVAL: Films, 1 p.m. and 7 p.m. Seminar 3:30 p.m. Union Ballroom. See Friday.

UNDERGROUND FILM CENTRE: The latest films of Bob Cowan. Mr. Cowan in person. 2, 4, 6, 8, 10 p.m. Revue Theatre, St. Marc & Maisonneuve. Student rates. **OF TIME, WORK, AND LEISURE:** Augustana House Film. Based on the book by Sebastian de Grazia, philosopher at Rutgers, claiming that man is best measured by his capacity for life when not working. 8 p.m. 3483 Peel. Free.

MINNA VON BARNHEIM: The German Theatre Group presentation of Nathan Lessing's play. Moyse Hall. 8:30 p.m. Students \$1.

RADIO MCGILL

Programming for Week of October 28 — November 3, 1968.

News is presented 20 minutes after every hour.

INSOUND HIGHLIGHTS

12 to 2 p.m. Light listening music
4 to 6 p.m. Mixed bag — Folk, Rock and Jazz

Radio McGill on CFQR (F.M.) 92.5 megacycles
Sundays 10 p.m. to 12 p.m.

NOVEMBER 3rd

10:00 P.M. **THE EMOTIONS OF A SUICIDE:** a discussion with a person who has attempted to take his life. We hear his thoughts before, during, and after the attempt.

10:30 P.M. **PAGE TWO:** the second in a series of conversations with four Montreal journalists. This week, the problems of the underground press and the Viet Nam war.

10:45 P.M. **THESE THREE IN PERSPECTIVE:** a look at the events, personalities, and issues that affect the international, national, and campus scene.

11:15 P.M. **THE TIME COMPANY:** Radio McGill presents the songs of Ronnie Abramson, performed by The Time Company — a Montreal — based group. Recorded live in the studios of Radio McGill.

11:45 P.M. **BREAKTHROUGH:** an examination of the consequences of Cybernation, the process by which cybernetics affects culture and social relationships.

COMING COMING EVENTS

5 NOVEMBER

Leonard Rose, cello. Concerts Universitaires — "L'Amérique Insolite."

6 NOVEMBER

Poculi Ludiques Societas — Univ. Toronto Medieval Players

10 NOVEMBER

The Things I Cannot Change — Film on Montreal poverty, Augustana House.

11 NOVEMBER

Remembrance Day

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